

**MAILING INSTRUCTIONS:** The ORIGINAL and FOUR (4) copies of this application must be RECEIVED at the STATE address indicated by May 4, 2004.

**MICHIGAN DEPARTMENT OF EDUCATION**

**March 12, 2004**

**GRANT ANNOUNCEMENT**

**2004-2005 21<sup>st</sup> Century Community Learning Centers Grants**

This application includes:

Grant Announcement

Part I General Information

Part II Additional Information

Part III Review Process Information

Part IV Application Information and Instructions and Review Criteria

Application Checklist

Application Form IM-02-65

**NATURE OF ACTION REQUESTED: Voluntary**

The Michigan Department of Education is pleased to announce the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants. The grants are supported through the federal No Child Left Behind Act of 2001. The 21<sup>st</sup> Century Community Learning Centers Grants provide approximately \$8,700,000 for new grants in federal fiscal year 2004 funds. Programs awarded these funds will operate from July 1, 2004 through June 30, 2005, with continuation funding for two to four additional years, pending continuing federal allocations. Funding for additional new grants is dependent on federal allocations in subsequent years. Criteria for the 21<sup>st</sup> Century Community Learning Centers Grants were approved by the State Board of Education at its meeting on November 20, 2003. The funds are to be awarded through a competitive process to local and intermediate school districts and other public agencies, or private profit or non-profit community-based agencies, organizations and programs, including faith-based organizations, to provide comprehensive community learning center services.

The grant application for the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants, containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/mde>. The applicant should click on "Keywords" in the tool bar at the top of the page. A drop-down menu will include the 21<sup>st</sup> Century Community Learning Centers, and clicking on that item will immediately allow the user to select the application forms and instructions.

**Completed applications must be documented by delivery agent for delivery on or before May 4, 2004.** An original and four (4) copies (for a total of five) of the completed application are to be received at the state agency address listed on page 7. Only those applicants meeting all of the conditions outlined will be eligible for consideration. Please assist us by making this information available to other interested parties. Questions concerning the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants should be forwarded to Early Childhood and Parenting Programs at (517) 373-8483.

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**MICHIGAN DEPARTMENT OF EDUCATION  
EARLY CHILDHOOD AND PARENTING PROGRAMS**

**APPLICATION FOR THE  
2004-2005 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS GRANTS**

**Part I: General Information**

**INTRODUCTION**

The Michigan Department of Education is pleased to announce the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants. Nationally, it is estimated that 24 million school-age children have working parents, including many who receive no adult supervision during their out-of-school time. Further, too many school-age children are not achieving to the level necessary for their future success. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session. The purpose of the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant Program is to create community learning centers for those times when school is not in session. Programs must provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Limited programming may also be provided for the families of enrolled students. The 21<sup>st</sup> CCLC Grant Program began with an appropriation in the United States Department of Education budget in 1997 of \$1 million with the first programs opening in 1998. Programs were direct federal-to-local funding. Fiscal year 2004 is the third year of state management of the program as part of the No Child Left Behind Act of 2001. In federal FY 2004, it is anticipated that Michigan's allocation will be approximately \$31 million, of which \$8,700,000 is available for new local grants.

**GRANT PURPOSE**

The purposes of the 21<sup>st</sup> Century Community Learning Centers Grants are to:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

## **STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES**

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives. The 21<sup>st</sup> Century Community Learning Centers Grants will address the strategic goal by giving priority to applications that propose to service students in high priority schools. In addition, the grants address the initiative regarding the integration of schools and communities. Other initiatives may be addressed through specific grant proposals.

## **TARGET POPULATION TO BE SERVED**

Federal criteria require that states make awards only to applicants that will primarily serve students that attend schools with a high concentration of low-income students, giving priority to applicants serving children in low-performing schools. Therefore, applicants must propose services only to schools with 30 percent or more of the students enrolled eligible for free or reduced price meals. Applications proposing services to schools with fewer students eligible for free or reduced price meals will be disqualified. Beyond the eligibility criteria, priority will be given to schools that are eligible for Title I schoolwide programs, or that can document 40 percent or more of the students eligible for free or reduced price meals. Extreme poverty will be prioritized for applications that propose services to districts with more than 50 percent census poverty. In addition, priority will be given to applicants proposing services to students who attend low-performing schools, those identified through *EducationYES!* as D-alert or unaccredited. Additional priority will be given to Local Education Agencies (LEAs) that apply jointly with community-based organizations (CBOs) and propose services to Title I buildings identified for improvement status. Priority will also be given to applicants proposing services to middle school students. A middle school for these purposes is any school that serves students in grades 6, 7, and 8, except a K-6 building or an 8-12 building.

## **ELIGIBLE APPLICANTS**

Federal guidelines state that eligible applicants may be LEAs or CBOs, including faith-based organizations and other public or private organizations. A community-based organization is defined as a public or private for-profit or nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community. A consortium of two or more such agencies, organizations, or entities is also eligible. The statute encourages eligible organizations to collaborate in applying for funds. 21<sup>st</sup> CCLC grantees continuing their state or federal funding **may not apply** for duplicate funding for the same project and group of students. However, current grantees **may apply** for expansion of services to those students or for expansion to additional sites or students. The application should clearly show how new funds will be used for new programming. An applicant may apply for more than one grant, if the services are proposed for different groups of students who attend different schools.

## **GRANT RANGE AND FUNDING LIMIT**

Federal criteria prohibit any grant award of less than \$50,000 per year. There is no maximum grant award, but applicants must justify requests based on the length and intensity of services proposed and the number of students and their families to be served. Each application should propose service to a maximum of five specific sites. The Michigan Department of Education estimates that service to one site for one full year ranges from \$120,000 to \$170,000. Costs per site may be higher or lower, depending on the number of individuals served, the array of activities, and the availability of additional resources. Each application is limited to five sites.

## **LENGTH OF AWARD**

Applicants are requested to submit a budget for July 1, 2004 – June 30, 2005. Programs must begin operation no later than the first day of the fall semester of the 2004-2005 school year. Continuation of funding will be available contingent on successful implementation of the projects, for four additional years, if federal funds are available. Each grant proposal must include a “sustainability plan” to ensure continuation of the project after the period of federal funding.

## **REJECTION OF PROPOSALS**

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

## CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, **THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and four (4) copies (FOR A TOTAL OF FIVE) of the completed application **must be documented by delivery agent for delivery on or before May 4, 2004.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before May 4, 2004.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 29 must be completed and attached to the top of the original application for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the May 4, 2004** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of application and participation in the competitive process at MDE. **The applicant is responsible for contacting Amanda Schuster at (517) 373-8483 or [schustera@michigan.gov](mailto:schustera@michigan.gov) by May 5, 2004, if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications sent by mail should be addressed to:

### U.S. POSTAL SERVICE

Michigan Department of Education  
Early Childhood and Parenting Programs  
Post Office Box 30008  
Lansing, Michigan 48909  
(517) 373-8483

### OVERNIGHT/EXPRESS

Michigan Department of Education  
Early Childhood and Parenting Programs  
Hannah Bldg. – 4<sup>th</sup> Floor, Pillar H-17  
608 W. Allegan Street  
Lansing, Michigan 48933  
(517) 373-8483

**No facsimile transmissions will be accepted.** Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant **without review**.

## **APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING**

Applications should be prepared simply and economically, with the narrative portion of the proposal **no more than 15 pages in length, with a font no smaller than Times 12 point**. All application pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the fifteen-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

## **ACKNOWLEDGEMENT**

All publications, including reports, films, brochures and any project materials developed with funding from this program, must contain the following statement: "These materials were developed under a grant awarded by the Michigan Department of Education."

## **NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW**

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of the Michigan Department of Education; and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served. See pages 1a and 1b of the Application.

## **AMERICANS WITH DISABILITIES ACT**

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

## **WHERE TO OBTAIN HELP**

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Michigan Department of Education, Early Childhood and Parenting Programs, telephone: (517) 373-8483. You may also e-mail Lorraine Thoreson at [thoresonl@michigan.gov](mailto:thoresonl@michigan.gov).



## APPLICATION PRE-PROPOSAL CONFERENCES

Application technical assistance meetings will be held from **9:00 a.m. – 4:00 p.m.** as follows:

Tuesday March 30, 2004 Michigan Library and Historical Center 702 W. Kalamazoo Street Lansing, MI 48915	Thursday April 1, 2004 Macomb ISD 44001 Garfield Road Clinton Township, MI 48038	Friday April 2, 2004 Cheboygan-Otsego-Presque Isle ESD 6065 Learning Lane Indian River, MI 49749
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The purpose of these meetings is to discuss the 21<sup>st</sup> Century Community Learning Centers Grant Program and to allow applicants to ask questions related to the application and implementation process. Early Childhood and Parenting Programs staff will be joined by staff from the National Center for Community Education, and will be available to provide technical assistance as needed. There is no charge for this technical assistance. To register go to [www.tcombridge.org/events/MDE](http://www.tcombridge.org/events/MDE), click on “2004 21<sup>st</sup> CCLC Application Technical Assistance Workshop,” then click on “Register Here.” Additional information on the meetings, as well as maps, are available at [www.michigan.gov/mde](http://www.michigan.gov/mde). Click on “Keywords,” and then on “21<sup>st</sup> Century Community Learning Centers.” A link will take the user to the Technical Assistance Workshop information.

## Part II: Additional Information

### FUNDING PROCESS

The Michigan Department of Education will make the funds for the 21<sup>st</sup> Century Community Learning Centers Grants available through a competitive process.

### PAYMENT SCHEDULE

All grantees are required to request funds as needed to pay expenses. Payment to the grantee will be made through the Michigan Department of Education, Office of Financial Management and Administrative Services. The Grants Project Expenditure Report/Request for Funds form (DS-4492-A) will be available on the MEIS (Michigan Education Information System) website at <http://www.meis.mde.state.mi.us/>.

### FINANCIAL REPORTING

A final report of expenditures will be required within 45 days of the grant ending date each year, showing all bills paid in full for all projects funded under this grant program. It is expected that programs have standard account audits completed prior to the submission of the DS-4044. All financial reports are filed electronically with the Michigan Department of Education. Applicants that receive more than \$500,000 in federal funds are subject to the Circular A133 audit requirements.

## **CONTINUATION OF FUNDING**

This third Michigan cycle of the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants will be for the first 12 months of a five-year cycle of funding, pending continued federal appropriations. Applicants will describe a five-year project, but provide a formal budget only for the first 12 months. Projects reporting successful implementation will be asked to provide continuation applications and budgets for subsequent years if federal funding continues.

## **PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES**

A Mid-Year Report and a Narrative Summary Report (each year) on the attainment of project objectives and project results will be required for all successful applicants. Minimally, the reports will ask for information on the number and characteristics of students and families served, and on students' gains in academic achievement, and other goals. Report formats will be issued by the Michigan Department of Education. Each successful applicant will provide a plan for local evaluation of the project and its goals. Local evaluation reports must also be submitted to the Michigan Department of Education.

In addition, the Michigan Department of Education has contracted with Michigan State University to collect data required by the federal government through the No Child Left Behind Act of 2001, and to develop a comprehensive statewide evaluation of this initiative. Each successful applicant must agree to participate in the statewide evaluation and to submit data as required. Participant families must be notified of the data collection requirement at enrollment. Three hundred dollars per year per site must be budgeted for an EZReports annual software license. Further information regarding EZReports will be given to grantees upon approval. It is recommended that each site allocate four to five hours per week of personnel time for data entry.

The Michigan Department of Education has moved portions of the 21<sup>st</sup> Century Community Learning Centers Grant process to the Michigan Electronic Grants System (MEGS). All grantees will be required to enter data using this on-line system.

The Michigan Department of Education will develop an on-site monitoring system and protocol for the 21<sup>st</sup> Century Community Learning Centers Grants. The Michigan State Board of Education has approved the *Model Standards for Out-of-School Time Programs in Michigan*. The monitoring protocol will be consistent with these standards for out-of-school time programs as adopted by the Michigan State Board of Education. Each successful applicant should expect to cooperate with a minimum of two visits by MDE consultants during the five-year period of the grants.

## **Part III: Review Process Information**

### **REVIEW PROCESS**

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The enclosed rubrics (Part IV, Application Information and Instructions and Review Criteria) will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

All proposals will be evaluated according to the review criteria provided in the rubrics in Part IV. Applicants may wish to refer to the Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide is available at [www.michigan.gov/mde](http://www.michigan.gov/mde). Click "Grants," then click "Directory of Grant Programs," and then click on "Proposal Development Guide" to access the guide.

**The maximum score for the application is 170 points, plus up to 75 priority points, or 245 points.**

### **ADDITIONAL REVIEW FACTORS**

In addition to the review criteria in Part IV, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has performed satisfactorily on previous projects; and, (5) prioritization based on the State Board of Education strategic goal and initiatives.

### **GRANT REVIEWERS**

The Michigan Department of Education will designate a panel of peer reviewers who have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. The review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district or agency submitting a proposal may not serve as readers.

## **Part IV: Application Information and Instructions and Review Criteria for the 2004-2005 21<sup>st</sup> Century Community Learning Centers Grants**

### **APPLICATION REVIEW AND APPROVAL**

All applications will be reviewed and rated by staff of the Michigan Department of Education and outside readers. Only those proposals meeting all the identified criteria and not exceeding the total amount of state allocated funds will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Michigan State Superintendent of Public Instruction.

### **REVIEW CRITERIA**

All applications will be evaluated on the basis of the criteria described. Narrative sections of the application should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred forty-five (245) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Reviewers will be instructed to disregard pages in the narrative that exceed the fifteen (15) typewritten pages allowed in Part D.

#### Page(s) – Form IM-02-65

- 1        Application Cover Sheet (Part A)
- 1 a + b Assurances and Certifications
- 1 c     Certification for Participation in Consortium Agreement
- 2 a     Acknowledgment of Need for Project (Part B1)
- 2 b     Acknowledgment of Effort to Collaborate (Part B2)
- 2 c     Acknowledgment of Intent to Provide Services (Part B3)
- 3        Project Abstract (Part C)
- 4        Project Plan (Part D)
- 5        Facility Description (Part E)
- 6        Program Personnel (Part F)
- 7        Budget 2004-2005 (Part G)

## **PART A – APPLICATION COVER PAGE**

On the cover sheet, the district/agency/organization submitting the application must be fully identified, as well as the contact person for this program. If the applicant is a consortium, the fiscal agent should be indicated on the cover sheet as the applicant, and the partner agency as co-applicant. All boxes are to be appropriately completed, including signatures, addresses, telephone numbers, and e-mail addresses. Please include the federal identification number of the applicant organization. A co-applicant must be identified on page 1 only to receive priority points where a consortium of an LEA and a CBO propose to provide service to one or more school buildings in School Improvement status. Proposed sites (up to five) are defined as sites (or centers) at which services will be provided. One site could potentially provide services to children from multiple schools, which should be listed in the second column and MDE staff will verify eligibility and priority status. Indicate the district code for each school in the third column. Indicate with an \* if a school is a middle school. For these purposes, a middle school is any building including at least one of grades 6, 7, or 8, except a K-6 only building or an 8-12 building.

## **PART A (Pages 1a and 1b) – ASSURANCES AND CERTIFICATIONS**

Assurances on pages 1a and 1b must be included and affirmed through an original signature (in blue ink) on the original copy of the application on page 1b.

## **PART A (Page 1c) – CERTIFICATION FOR PARTICIPATION IN CONSORTIUM AGREEMENT**

Page 1c must be included only if the application is a consortium application between a school district/PSA and a community-based organization, or a consortium of several eligible agencies or LEAs. The applicant should be the “fiscal agent” and the “partner(s)” should be the collaborating district/PSA or agency. All consortium partners must be identified on page 1c of the application. Copy page 1c for more partners if needed.

The original application must have original signatures in blue ink on the cover sheet and pages 1b and if applicable, 1c. If the application is not a consortium application, page 1c should be omitted.

## **PART B - ACKNOWLEDGMENT FORMS**

Each of the following forms may be duplicated as many times as necessary to indicate collaboration of a variety of forms from multiple agencies. In each case, letters of support may be included instead of or in addition to the forms, if desired, as long as the agency identification information is included and is complete. Assemble the application so that it is clear whether the letter or form is from an agency or group supporting the project, a school district agreeing to collaborate in the services to be provided to its students, or an agency that will actually provide services as part of the proposed 21<sup>st</sup> Century Community Learning Centers project.

### **PART B1 (Page 2a) – ACKNOWLEDGMENT OF NEED FOR PROJECT**

Community coordination of services to students through public awareness and collaboration must be documented with the Acknowledgment of Need for Project (Page 2a) form and/or letters of support. This form and/or letters of support must focus on the 21<sup>st</sup> Century Community Learning Centers program. Support for the program by a community-wide multi-agency planning group, such as the Multipurpose Collaborative Body (MPCB), indicates collaborative community support.

### **PART B2 (Page 2b) – ACKNOWLEDGMENT OF EFFORT TO COLLABORATE**

If an applicant is a community-based or faith-based organization, and not an LEA or private school, then collaboration with the district and the individual schools whose students will be served is essential. Use the Acknowledgment of Effort to Collaborate (Page 2b) form and/or letters of support from the principal of each school building whose students will be served, as well as the district administration. The methods and procedures that will be used to make sure that students' out-of-school time activities enhance their school-day academic performance should be delineated in the narrative part of the proposal and verified through letters of support from the schools. In addition, access to student achievement records and test scores may be necessary. LEA applicants proposing service to their own school buildings should omit Page 2b.

### **PART B2 (Page 2c) – ACKNOWLEDGMENT OF INTENT TO PROVIDE SERVICES (20 POINTS)**

Entities that will provide direct services as part of the 21<sup>st</sup> Century Community Learning Centers program, but that are not part of a formal management consortium, must complete the Acknowledgment of Intent to Provide Services Form (Page 2c) and/or letters of support and indicate agreement to provide the specific services described in the narrative portion of the proposal.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
includes letters of support or collaboration forms from community agencies representing fewer than three sectors.	includes letters of support or collaboration forms from at least five community agencies representing three or fewer sectors.	includes letters of support or collaboration forms from at least five community agencies from different sectors; e.g., education, social services, health, faith, business, etc.	includes a letter of support or collaboration form from the MPCB or another community-wide planning group.
does not mention coordinating groups.	develops all new family and children coordinating groups.	provides for some integration with existing children and families coordinating groups.	integrates the existing coordinating groups for children and families to be involved in the planning and evaluation of the 21 <sup>st</sup> CCLC program.
<ul style="list-style-type: none"> <li>▪ if an LEA applicant, does not include any “Acknowledgement of Intent to Provide Services” forms from any community agencies, and there are not services described in the narrative plan;</li> <li>OR</li> <li>▪ if applicant is a community-based organization, there is no formal notice of acceptance of the grant services by the buildings to be served.</li> </ul>	<ul style="list-style-type: none"> <li>▪ if an LEA applicant, does not include any “Acknowledgement of Intent to Provide Services” forms from a community agency, but services are described in the narrative plan;</li> <li>OR</li> <li>▪ if applicant is a community-based organization, the “Acknowledgement of Effort to Collaborate” form is available from the district, but not from the individual buildings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ if an LEA applicant, includes at least one “Acknowledgement of Intent to Provide Services” from a community agency, but services are not consistent with the narrative plan;</li> <li>OR</li> <li>▪ if applicant is a community-based organization, there are “Acknowledgement of Effort to Collaborate” forms from some, but not all, of the buildings proposed to send students to the program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ if an LEA applicant, includes at least one “Acknowledgement of Intent to Provide Services” from a community agency, the services to be provided are consistent with the narrative plan;</li> <li>OR</li> <li>▪ if applicant is a community-based organization, includes the “Acknowledgement of Effort to Collaborate” form for each school building proposed to send students to the program. School district/building participation ensures that programming will be designed to enhance student academic performance.</li> </ul>
provides for no collaboration with parents or community members.	briefly describes a system of cooperation/reporting to parents and community members.	describes in detail a plan to involve parents and other community members.	provides for collaboration with and involvement of parents, appropriate community members, volunteers, and social services agencies/organizations.

**PART C (Page 3) – PROJECT ABSTRACT**  
**(5 POINTS)**

The Project Abstract must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Outcomes/Evaluation Plan), and highlight key people that will be involved with the project (Qualifications of Key Personnel). These explanations must be confined to the page included in the application. An opportunity to fully describe these items is provided in later sections of the application.

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The abstract: is missing.	The abstract: minimally describes the initiative; portions of the required elements are missing or are labeled “see attached.”	The abstract: contains all elements required (statement of need, descriptions of project, project outcomes, key personnel).	The abstract: clearly and succinctly gives enough information on one page so that it can stand alone for brief public information about the proposal.

**PART D (Page 4) – NARRATIVE PROPOSAL AND PROJECT PLAN**  
**(125 POINTS + 75 PRIORITY POINTS = 200 POINTS)**

In this section, the applicant has the opportunity to provide a complete narrative proposal and a project plan which together address all of the required information described in this instruction packet. The application may include a total of not more than 15 typewritten pages for the narrative proposal. As noted previously, reviewers will be instructed to disregard pages beyond the 15-page limit. The project plan chart explains the project goals, objectives, specific activities to accomplish objectives, identified staff to implement activities, the time frame in which implementation is scheduled, anticipated outcomes, and measurement strategies. The applicant may recreate and duplicate the project plan chart (page 4 of application) as many times as necessary.



**1. Assessment of Need for the 21<sup>st</sup> CCLC Program (10 points plus 75 additional priority points – total 85 points)**

The proposal must describe in detail the need for the 21<sup>st</sup> CCLC program. This section is used to describe the community's need for enrichment and academic programming for students at-risk of educational failure in low-income communities, and the soundness of the proposed project's rationale. Priority points will be awarded to applications that meet the priority criteria established by the State Board of Education. Data to support the need indicated for each school attendance area should be included in this section. Applicants proposing to serve middle schools (and/or high school students) should indicate feeder elementary school subsidized meal and poverty rates if they are discrepant from the actual middle or high school rates. Two measures are used to determine priority points for service to low income and poverty areas. Two measures are also used to determine low achievement.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: does not indicate income or achievement levels of students to be served.	The proposal: includes undocumented information on need levels in the community to be served.	The proposal: cites the income status of students in the community and achievement levels in the school communities to be served.	The proposal: describes demographics of the community and catchment area; cites the factors that place students at risk of educational failure including poverty and low-income status; numbers of schools in need of improvement; literacy rates and education levels of adults in the community.
does not relate how the need for the 21 <sup>st</sup> CCLC was determined for this community.	provides a minimum description of the needs assessment procedure.	includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served, and shows how the 21 <sup>st</sup> CCLC will address gaps in service to meet the needs of low-income students in low-performing schools.	includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served, and shows how the 21 <sup>st</sup> CCLC will address gaps in service and will coordinate services to meet the needs of low-income students in low-performing schools. The needs assessment is documented in the letters of support from other community programs and the schools to be served.

Priority Points		
Priority Description	Required Documentation	Points Possible
Schools eligible for Title I schoolwide funding (40 percent or more of the students live in families eligible for free or reduced price meals).	Indicate income levels of students' families for each school to be served, and Title I schoolwide participation. Points are determined by the percentage of schools identified to serve communities with 40 percent or more students low income.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
Schools with extreme poverty: 40 percent or 50 percent or more of the students are living in poverty.	Indicate poverty percentages of the districts served. Points are determined by the percentage of schools identified to serve districts with 40 percent or 50 percent or more students living in poverty. Census poverty data by district is available on the MDE website at <a href="http://www.michigan.gov/mde">www.michigan.gov/mde</a> . Click on "Keywords," click on "OFS Allocations 2003-04," then on "Title I Part A."	100% of schools serve districts at 50% or more poverty = 15 points 80% of schools serve districts at 50% or more poverty = 12 points 60% - 100% of schools serve districts at 40% or more poverty = 9 points 40% of schools serve districts at 40% or more poverty = 6 points 20% of schools serve districts at 40% or more poverty = 3 points
Low-performing schools, those identified as D-alert or unaccredited on <i>EducationYES!</i>	Indicate <i>EducationYES!</i> level for each school community to be served. For private schools or schools not including grades in which the MEAP is administered, indicate an appropriate measure of school performance. Points are determined by the percentage of schools that serve one or more school buildings identified as low-performing.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
Low-performing schools, those that did not achieve the annual yearly progress (AYP) target due to student proficiency.	Indicate AYP phase for each school claimed as not achieving AYP. Points are determined by the percentage of schools that serve one or more school buildings identified as low-performing.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
Application is a joint (consortium) application between an LEA and a CBO and proposes service to school buildings identified for improvement. Improvement status means that the school was identified as not making AYP in 2001-2002 and 2002-2003 in the same content area.	Applicant and co-applicant are appropriately designated on cover sheet. Page 1c (consortium application) must be complete. Documentation of improvement status for buildings must be included. Points are determined by the percentage of school buildings identified for improvement.	100% of schools = 10 points 80% of schools = 8 points 60% of schools = 6 points 40% of schools = 4 points 20% of schools = 2 points Not a consortium application - 0 points
Sites serve middle school students. A middle school for these purposes is any school that serves students in grades 6, 7, and 8, except a K-6 building or an 8-12 building.	Indicate which site will serve middle school students exclusively or in addition to younger or older students.	100% of sites serve exclusively middle school students = 5 points 50% of sites serve exclusively middle school students = 4 points At least one site serves exclusively middle school students = 3 points At least one site serves middle school students = 2 points

## **2. Quality of Proposed Project Model (60 Points)**

The proposal must describe the proposed project plan in detail, addressing the purpose for and expected outcomes of the project. Information must include a complete plan that will allow the readers to understand how the project will operate and how it is designed to address the needs expressed. This section provides complete information that will allow the reviewers to make a determination about the thoroughness of the plan. The project model must be consistent with the State Board's Strategic Initiatives and policies. The following must be addressed:

- goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable;
- the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population, including plans to include very high-need populations, including middle school students, homeless students, students with limited English-speaking ability, and students with disabilities;
- a description of the services to be provided to students and their families, including:
  - opportunities for academic enrichment (including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics);
  - plans to connect with students' teachers to provide individualized assistance in academic areas as needed;
  - the connection between the activities of the proposed 21<sup>st</sup> Century Community Learning Centers program and the curriculum and goals of the school(s) the students attend;
  - a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students;
  - the diversity of additional services offered and their ability to address the needs of students in the community; and
  - opportunities for literacy and related educational development for students' families;
- an explanation of the linkages that the proposed 21<sup>st</sup> CCLC will establish with other appropriate agencies and organizations providing services to the target population;
- the projected number of students to be served; hours of operation; select or unique features; location and accessibility of the program to students and their families; number and description of sites to be utilized; transportation that will be provided; and other operational information deemed relevant;
- discussion of collaboration with other community youth-serving organizations and stakeholders, including community-wide collaborative groups;
- the opportunities for involvement with parents, including those who work during program hours;
- appropriate staff qualifications and staff development opportunities; and
- the proposed evaluation of the program, including both process program evaluation and outcomes expected for the enrolled students, and assurances that the proposed project will cooperate fully in the statewide evaluation.

Part D – Project Plan (page 4 of application) may be duplicated as often as needed to provide the detail necessary to assure the reviewers that a 21<sup>st</sup> CCLC project can be implemented by the applicant.

### Quality of Proposed Project Model

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: does not include program goals, objectives, or outcomes.	The proposal: includes program goals and objectives, but not outcomes.	The proposal: includes program goals and objectives, but unclear or unmeasurable outcomes.	The proposal: includes program goals, objectives and outcomes that are clear and measurable.
does not include any student outcomes.	includes only student academic or enrichment outcomes, but not both.	includes student outcomes for both academic and enrichment facets of the program; academic goals do not address the academic needs specified.	includes student outcomes for both academic and enrichment facets of the program; academic goals clearly address the academic needs specified.
does not include specific activities and components for priority populations.	includes specific activities and components directed to the needs of students in the area, but these students are not considered priority populations.	includes specific activities and components directed to the needs of priority populations and the most high-need populations, including middle school students, homeless students, students with limited English-speaking ability, and students with disabilities; however, these are not the specific needs identified in the needs section.	includes specific activities and components directed to the needs of priority populations and the most high-need populations as included in the needs section, including middle school students, homeless students, students with limited English-speaking ability, and students with disabilities.
does not describe academic enrichment activities for low-achieving students; does not include plans to connect with teachers.	describes opportunities for academic enrichment activities, but they are not geared to low-achieving students; teacher input will be gathered only in group meetings.	clearly describes opportunities for academic enrichment activities to be provided for low-achieving students and plans to connect with students' teachers to provide individualized assistance in academic areas.	clearly describes opportunities for academic enrichment activities to be provided for low-achieving students, including individualized tutoring activities and plans to connect with students' teachers to provide individualized assistance in academic areas; the opportunities for collaboration will be convenient for school staff.
does not exhibit connection with the programs of the schools whose students will be served.	includes a generalized description of the connection between the 21 <sup>st</sup> Century Community Learning Centers program and the curriculum and goals of the school(s).	includes a description of the connection between the 21 <sup>st</sup> Century Community Learning Centers program and the curriculum and goals of the school(s); however the connections with the school program are not fully described.	includes a description of the connection between the 21 <sup>st</sup> Century Community Learning Centers program and the curriculum and goals of the school(s); it is clear that the 21 <sup>st</sup> CCLC program is consistent with the school program and State Board of Education Strategic Initiatives and policies.

Rubric continues

## Quality of Proposed Project Model-continued

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: does not include additional services.	The proposal: describes some additional services including youth development activities, drug and violence prevention programs, character education and counseling programs.	The proposal: describes some additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that are aligned with needs of the particular population to be served.	The proposal: fully describes an array of additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that are aligned with needs of the particular population to be served.
does not include recreation, sports, art, music, or technology education activities.	describes some recreation, sports, art, music, and technology education activities, but not all of these, of general interest to students of the age group to be served.	describes recreation, sports, art, music, and technology education activities of general interest to students of the age group to be served.	fully describes recreation, sports, art, music, and technology education activities that complement the regular academic program of participating students.
does not include diverse activities.	does not explain why activities were chosen to be included.	includes an explanation of the diversity of activities chosen.	includes an explanation of the diversity of activities chosen and how those activities meet the needs of the particular students in the schools to be served.
does not include services for students' families.	includes family involvement services only.	includes services that will be provided for families of the enrolled students.	includes services that will be provided for families of the enrolled students; family services meet the needs described for the community.
does not provide options for parents to become involved in the planning and implementation of the program.	offers one way for parents to become involved in the planning and implementation of the program.	explains two or three ways in which parents will be encouraged to become involved in the planning and implementation of the program.	involves parents in three or more ways including planning, implementation, program evaluation and on-going policy and advisory roles.
indicates a plan to operate less than four days per week, three hours per day during the school year.	indicates a plan to operate four days per week, three hours per day during the school year.	indicates a plan to operate all the times identified during the needs assessment, including at least one of the following: more than three hours per day after school five days per week during the school year; before school, on weekends, or during the summer.	indicates a plan to operate all the times identified during the needs assessment, including at least two of the following: more than three hours per day after school five days per week during the school year; before school, on weekends, or during the summer.
is unclear or unrealistic about implementation.	includes some information about implementation, but it is not possible to determine if the project can be implemented on time.	includes enough information about the project timeline and project management plan to assure implementation of the project by the specified date; includes information about numbers of students expected to be served.	includes a fully developed project timeline and management plan that assures that the project will be implemented in a timely manner and effectively; includes estimated numbers of students to be served with each activity.

### 3. Facility Plan (10 points)

Complete the chart on page 5 of the application, Part E – Facility Description. The applicant must identify each site that will be used to implement the program. In the narrative, the applicant must describe the sites and their adequacy for the proposed students. If the site is not the school the students attend during the day, the federal funding stream requires that the site be as accessible as the school. Describe plans for transporting or escorting students to any sites in which they do not attend school. It is unlawful for the Department of Education to forward funds to projects that are not in compliance with state law. Therefore, applicants must demonstrate that they will be able to meet the requirements of the Family Independence Agency (FIA), Office of Child and Adult Licensing by the projected beginning date of the project. It is recommended that the licensing process be initiated immediately for facilities not currently licensed or approved by the FIA to indicate their suitability for the proposed project. Alternately staff from FIA may determine that a particular program does not fall under the provisions of Public Act 116. In that case, a letter from FIA indicating that the program is exempt should be included. Some long time public school based programs that have been previously approved for licensing may now become exempt according to 2002 legislation. In that case, a letter from FIA is also required.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: does not include information about licensing status or exemption of any of the proposed sites.	The proposal: includes information about some of the proposed sites only.	The proposal: includes a complete facility description (Part E) chart in detail.	The proposal: includes a complete facility description (Part E) and a copy of the current license(s) or most recent correspondence from FIA, Office of Child and Adult Licensing staff for each site proposed; facilities can be approved or licensed by the start date of the program, or are legally exempt from licensing.
includes facilities not accessible to students and their families, or there is incomplete information about accessibility.	includes a description of the facilities accessible to students, but these facilities are not appropriate for all of the ages of students who will be served.	is clear that the facilities to be used for the program are accessible to students and their families, including plans for transporting or escorting students to non-school facilities. The facilities are appropriate to the age group of the students but do not allow for all of the activities described.	is clear that the facilities to be used for the program are accessible to students and their families, including plans for transporting or escorting students to non-school facilities. The facilities are appropriate to the age group of the students and will allow for the activities that are described.

#### 4. Program Personnel (15 points)

The plan must include provisions for staff who have appropriate expertise, experience and training to work with the specified age group(s) in the activities to be provided. In order to ensure collaboration with the schools, it is expected that each project will have a full-time project director or administrator, and that each site will have a full-time coordinator. (The coordinator and project director may be the same person in a one-site proposal, or one site coordinator might also serve as project director.) Staff development activities should also be included. Each 21<sup>st</sup> CCLC project is expected to participate in at least two or three national and/or regional training activities each year sponsored through the national 21<sup>st</sup> CCLC effort. Projects should budget expenses for these activities for two persons per project. In addition, Michigan will offer activities in which many, and perhaps all, project staff can participate. Local training should also be described. The plan should also detail partner agency and volunteer participation, and the qualifications of all the adults who will work directly with students and their families. This section of the proposal is worth a maximum of 15 points. The chart on page 6 of the application, Part F – Program Personnel, should be completed to document the personnel planned for the project.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: does not include full-time staff; positions described are inadequate to deliver the services described; Part F is not included.	The proposal: includes a project director and/or site coordinators who are full-time; some staff appear qualified; Part F is included but not consistent with the narrative.	The proposal: includes a full-time project director; each site has a coordinator; staff positions are described that will minimally be able to provide the program; Part F is included and complete.	The proposal: includes a full-time project director with credentials appropriate to manage the program; each site has a full-time coordinator and sufficient numbers of staff planned for the numbers of students; all staff have credentials and expertise appropriate for the positions described; Part F is complete and consistent with the narrative.
includes no plan for staff development activities.	includes minimal local staff development activities.	assures participation in national and state staff development activities; minimal local staff development activities are included.	assures participation in national and state staff development activities; a full plan of local staff development is described.
does not address partner/volunteer participation.	minimally describes a plan for some partner/volunteer participation.	describes extensive partner/volunteer participation.	describes in detail the plan for extensive partner/volunteer participation, and how volunteers and volunteer agencies will be integrated into the program.

## 5. Evaluation of Project (20 points)

The proposal outlines plans for evaluating all components of the project, including staff, environment, curriculum, student outcomes, parent and student satisfaction. It is recommended that the evaluator be involved in the development of the application. Each application must assure compliance with the statewide evaluation and with required national data collection. Applicants may choose to include this section on Part D – Project Plan (page 4 of the application).

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: exhibits no evidence of knowledge of national standards.	The proposal: shows evidence of a desire to provide high quality programs and to learn about national standards.	The proposal: shows evidence that the program is designed with knowledge of nationally recognized standards.	The proposal: indicates that the program will be built on the knowledge of national and state standards for out-of-school time programs; details plans for achieving national accreditation, if applicable.
does not include a local evaluation model.	describes a local program evaluation model that will include both program quality indicators and objective student outcomes performance measures.	describes a local program evaluation model that will include both program quality indicators and objective student outcomes performance measures. Includes staff evaluation, student and parent satisfaction, and curriculum and environment evaluation.	describes a complete local program evaluation model, with a designated evaluator of proven reputation. The local evaluation includes both program quality indicators and objective student outcomes performance measures. Both quantitative and qualitative data are included in the evaluation plan. Includes staff evaluation, student and parent satisfaction, and curriculum and environment evaluation.
does not mention the 21 <sup>st</sup> CCLC statewide evaluation.			includes an assurance that the project will cooperate completely with the 21 <sup>st</sup> CCLC statewide evaluation and will collect national reportable data as required.
does not relate the project outcomes to the evaluation components.	evaluates one or two of the anticipated project outcomes.	evaluates many but not all of the anticipated project outcomes.	clearly connects all of the project outcomes with the evaluation components.



## 6. Commitment and Capacity and Sustainability Plan (10 points)

The 21<sup>st</sup> CCLC must be in operation no later than the first day of regular school attendance in the fall semester of the 2004-2005 school year. This section shows that the applicant is committed to and capable of the successful implementation and continuation of the project beyond the funding period.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal: is not convincing that the applicant and partners will be able to develop and sustain the proposed program.	The proposal: is promising, but does not contain enough information to judge the capacity of the applicant and partners to develop and sustain the 21 <sup>st</sup> CCLC.	The proposal: includes sufficient information to judge that the applicant and partners will be able to develop and sustain a 21 <sup>st</sup> CCLC.	The proposal: includes sufficient information to judge that the applicant and partners will be able to develop and sustain a high-quality 21 <sup>st</sup> CCLC.
does not include a plan to continue the project after the period of federal funding.	indicates that the 21 <sup>st</sup> CCLC will continue after the period of federal funding, but gives no details.	includes a plan to continue the 21 <sup>st</sup> CCLC after the period of federal funding.	includes a complete and detailed plan to continue the 21 <sup>st</sup> CCLC after the period of federal funding.

### **PART E (Page 5) – FACILITY DESCRIPTION**

This chart lists the sites to be used for the program. The chart supplements the information in the narrative under section D.4.

### **PART F (Page 6) – PROGRAM PERSONNEL**

This chart shows the qualifications of the key personnel for the program. The chart supplements the information in the narrative under section D.3.

### **PART G (Page 7) – BUDGET** **(20 POINTS)**

This section provides information to demonstrate that the project has an appropriate budget for the program and is cost-effective. The applicant must complete a proposed budget for July 1, 2004 through June 30, 2005. The applicant must complete the enclosed budget summary page and provide a budget detail identifying expenditures that are allowable under the budget guidelines. A brief narrative explaining budget costs may also be included; the budget narrative is not included in the 15-page maximum for Part D. The budget summary must be completed and signed by the fiscal and administrative personnel of the agency/organization. Additional budget guidance is available in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, OMB Circular A-122 for nonprofit community-based organizations that are assuming fiscal responsibility for the 21<sup>st</sup> Century Community Learning Centers partnership.

The budget detail section (Part G, part 2; attach to application on a plain sheet) must provide as much detail as possible regarding the line totals presented in the budget summary. Michigan Department of Education grant allocation amounts for each line item should be listed by function code in the budget detail. If in-kind costs are included (not required), these must be broken out by function code and identified as in-kind.

## **1. Budget Summary**

The budget summary must be completed by the fiscal and administrative personnel of the agency.

### *Function*

#### *Codes:*

- 110 Instruction--Basic Program - This refers to out-of-school time staff who work directly with students, and may be assigned to or hired for this project, supplies and materials, equipment, and other costs related to project activities. Site coordinators should be included in this function code.
- 120 Instruction--Added Needs - This refers to instructional activities for students as defined in special education, compensatory education, or vocational education.
- 210 Support Services--Pupil Support Services - This section refers to other staff (nurses, social workers, etc.) assigned or hired to support and improve the well-being of students/children, and the expenses associated with project implementation; i.e., materials for meetings, supplies.
- 220 Support Services--Instructional Staff Services - Costs for supervisory staff, including the project director or administrator, is itemized in this section. Activities for program coordination and staff development are included.
- 230-260 and 280 Support Services--General Administration, School Administration, Business Services, Operation and Maintenance, and Central Support are combined for administration. A maximum of 10 percent of the grant may be used for the administrative costs identified in these functions; such as telephone, duplicating, postage, insurance, and other support activities to the program. Grant funds used to pay rent and transportation costs are excluded from this administrative cost ceiling. Indirect costs are allowable but must be counted as part of the 10 percent administrative cap. Districts and other agencies that have a negotiated indirect rate with the Department of Education must not exceed the negotiated restricted rate.

Note: community-based organizations and faith-based organizations may NOT charge direct costs for administration; lines 230-260 and 280 must not be used. If the agency does not have a negotiated indirect rate with the Department of Education, the maximum allowable charge for indirect costs is 10 percent. All applicants should place evaluation costs in line 280, but these costs should not be counted in the 10 percent administrative cap.

- 230 Support Services--General Administration – Consist of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils. Also included are community relations (district wide activities and programs designed to improve school/community relations.)
- 240 Support Services--School Administration – Consists of those activities concerned with overall administrative responsibility for a single school.
- 250 Support Services--Business – Activities concerned with purchasing, paying, transporting, exchanging and maintaining goods and services for the school district.
- 260 Operation and Maintenance - This section refers to costs for repairs and maintenance of classroom(s), restroom(s), and playgrounds. A percentage of the utility expenditures (heating, water, and electricity), and rent are allowable. Rent of a facility not owned by the applicant or partners does not count in the 10 percent administrative cap. Other operational and maintenance costs do count toward the 10 percent cap.
- 270 Pupil Transportation Services - Costs to transport children to/from the program; and repair, operate, and maintain buses are itemized in this section.
- 280 Support Services--Central – Activities other than general administration, which support each of the other instructional and supporting service programs.
- 290 Other Support Services - This section refers to staff and activities, which support the program and cannot be classified in preceding sections.
- 300 Community Services - This refers to supplies, materials, and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, interagency committee meeting costs, supplies for health/nutritional activities. Services to the families of students should be included here.
- 400 Outgoing Transfers and Other Transactions - This refers to outgoing payments and/or subcontracting fiscal relationship to other school districts, agencies, or organizations.
- 999 Indirect Cost – Expenses incurred by a school district, community-based organization or other entity in administering or providing program services. A

grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant.

\*Capital Outlay – include any single item over \$5,000.

## 2. **Budget Detail**

This section should provide as much detail as possible regarding the line totals presented in the Budget Summary. For example, the “Instructional Staff” total will be divided into amounts anticipated for each professional/Full Time Equivalent (FTE), or portion thereof, planned for the program.

### **Use of Project Funds:**

Project funds may be used for the implementation of the 21<sup>st</sup> CCLC program only. Federal rules prohibit the use of funds for the building of facilities. There is no start-up funding for this project. Stipends to program participants are prohibited.

Not Recommended for Funding (0-2 points per box)	Recommended for Funding with Revisions (3-5 points per box)	Recommended for Funding (6-8 points per box)	Highly Recommended for Funding (9-10 points per box)
The proposal: includes an incomplete budget summary form.	The proposal: includes a complete budget summary form, no budget detail is provided.	The proposal: includes a complete budget summary form and budget detail with no related function codes or totals or activities coded to wrong functions.	The proposal: includes a complete budget summary form and a complete budget detail with related function codes and totals.
includes a plan for expenditures of federal funds on items not allowed in the budget guidelines and/or expenditures that in no way relate to the implementation of the 21 <sup>st</sup> CCLC project.	includes a plan for expenditures of federal funds on items that are allowed, but either there is not sufficient detail or the detail does not match the summary. Expenditures hold little relationship to the planned activities.	includes expenditures which are allowed in the budget guidelines with some detail that matches the summary. Some expenditures do not directly relate to activities proposed in the plan.	includes expenditures which are allowed in the budget guidelines, including function codes and details of expenditures that match the budget summary. Expenditures relate directly to the activities proposed in the plan.

Successful applicants must plan to expend their funds no later than June 30, 2005. Additional funding for subsequent years is dependent on the availability of federal funds and successful implementation of the project.

## APPLICATION CHECKLIST FOR GRANT APPLICANTS

APPLICANT NAME \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

- ☐ Is the application narrative in a font no smaller than Times 12 point?
- ☐ Is the Narrative portion no more than 15 pages in length?
- ☐ Are the Application Cover page and Assurances and Certifications pages signed by the authorized signatory?
- ☐ Is the Budget Summary signed by the authorized signatories?
- ☐ Are the forms/attachments completed and stapled to the original and ALL four copies (for a total of five) in the following order?
  - ☐ Part A. Cover Page
  - ☐ Part A. (Pages 1a and 1b) Assurances and Certifications
  - ☐ Part A. (Page 1c) Certification for Participation in Consortium Agreement, if applicable
  - ☐ Part B. (Page 2a) Acknowledgment of Need for Project (forms and letters)
  - ☐ Part B. (Page 2b) Acknowledgment of Effort to Collaborate (forms and letters, if applicable)
  - ☐ Part B. (Page 2c) Acknowledgment of Intent to Provide Services (forms and letters, if applicable)
  - ☐ Part C. (Page 3) Project Abstract
  - ☐ Part D. (Page 4) Project Plan and Narrative Proposal (up to 15 pages of narrative and multiple copies of project plan)
    - ✓ Assessment of Need
    - ✓ Quality of Proposed Project Model
    - ✓ Program Personnel
    - ✓ Facility Plan
    - ✓ Evaluation of Project
    - ✓ Commitment and Capacity and Sustainability Plan
  - ☐ Part E. (Page 5) Facility Description
  - ☐ Part F. (Page 6) Program Personnel
  - ☐ Part G (Page 7) Budget – Summary and Detail for July 1, 2004 – June 30, 2005
  - ☐ Attachments (if applicable)

**ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGE 7. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.**

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**Package received by MDE:**

**Staff initials** \_\_\_\_\_ **Date** \_\_\_\_\_